

Catholic District School Board Writing Partnership



Course Profile

English

Grade 11

University Preparation

ENG3U

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

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Course Overview

English, Grade 11, University Preparation, ENG3U

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000*

Course Description

This course extends the range of analytic reading, writing, listening, oral communication, and higher level thinking skills that students need for success in the secondary school senior academic program.

Students:

- study and interpret challenging texts from contemporary and historical periods, including novels, poems, media works, essays, and plays;
- conduct research;
- write persuasive and literary essays;
- learn fundamental grammar points to improve their writing in preparation for university;
- compare their writing to university level writing;
- analyse media critically (e.g., analyse the relationships among media forms, audiences, and media industry practices).

An important focus is on understanding the development of the English language. This course profile demonstrates one way in which the expectations from the Grade 11 University course could be organized into units.

How This Course Supports the Ontario Catholic School Graduate Expectations

Students in ENG3U examine representations of the human condition in terms of the overarching themes of Good and Evil. Students use Catholic social teachings to guide their analysis of various texts. This Grade 11 profile challenges students to develop their ability to discern a moral conscience within art and literature. By integrating Faith and life experiences, this course explores the roles of practical communication and creative expression in the achievement of the Ontario Catholic School Graduate Expectations.

Units: Titles and Times

Unit 1	Communication (Gestures, Signs, and Symbols)	18 hours
Unit 2	The Individual and Morality	15 hours
Unit 3	Independent Study	24 hours
* Unit 4	History of the English Language	18 hours
Unit 5	Relationships/Making Connections	17 hours
Unit 6	Medium is the Message	16 hours
	Culminating Activity	2 hours

* This unit is developed in this Course Profile.

Unit Organization

Unit 1: Communication (Gestures, Signs, and Symbols)

Time: 18 hours (12 hours and 6 hours for skills development)

Description

This unit examines how language transmits values both implicitly and explicitly. Students develop interpretive strategies with an emphasis on how values, especially Catholic values, inform our critical perspective. The teacher ensures the use of inclusive and representative materials. Students investigate how the social teachings of the Church can provide a critical context for the interpretation of values embedded in imaginative works.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: 1h, 2a, 2b, 2c, 2e, 3b, 4f, 5a, 5e, 5g.

Strand(s): Language, Literature Studies and Reading, Media Studies, Writing

Overall Expectations: LSV.01, LSV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MDV.01, MDV.02.

Specific Expectations: LS1.01, LS1.03, LS1.05, LS3.02, LS3.03, WR1.02, WR2.02, WR3.02, WR3.03, WR4.04, WR5.01, WR5.04, LA1.01, LA1.04, LA2.01, LA2.03, MD1.02, MD1.04, MD2.02.

Unit Overview Charts

Activity	Expectations	Assessment	Focus
1	LSV.01, LSV.03, LAV.01, LAV.02, LS1.01, LS3.02, LS3.03, LA1.04, LA2.01, LA2.03 CGE3b, 4f, 5a	K/U C T/I A	Forms of Communication
2	WRV.03, LSV.01, MDV.02, WR3.02, LS1.05, MD2.02 CGE2e, 4f, 5g	A C K/U	Gestures, Signs, and Symbols
3	LSV.01, WRV.02, WRV.05, LAV.01, LAV.02, LS1.03, WR2.02, WR5.04, LA1.01, LA2.03 CGE2a, 2b, 2e	A K/U T/I	Myths, Fairy Tales, and Sacred Texts
4	LSV.01, WRV.01, MDV.01, LS1.05, WR1.02, MD1.02, MD1.04 CGE2c, 2e	K/U A T/I	Technology, Bias Perspective, and Artistic Response
5	WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, WR3.03, WR4.04, WR5.01, LA1.04, LA2.01 CGE1h, 2e, 5e	C A	Nobel Laureates

K/U = Knowledge and Understanding

C = Communication

T/I = Thinking and Inquiry

A = Application

Teaching/Learning Strategies	Assessment and Evaluation
Students (pairs) role-play situations that illustrate communication and subtext. The teacher coaches students during role-play and provides feedback.	Role-play
Students (individual) analyse effect of everyday signs and symbols. Students (groups) arrange signs, symbols, and gestures gallery-style (through the use of colour, texture, shape, sound, etc.). The teacher models, monitors, and gives feedback to students.	Multimedia installation

The teacher provides models of traditional narratives and guides interpretations. Students (individual) read traditional narratives. Students (individual) create and deliver an original story in a storytelling circle. The teacher conferences with students during the writing process.	Storytelling performance
The teacher presents the history of censorship and models analysis based on bias perspective. Students (groups) evaluate impact of technology on the transmission of information and ideas. The teacher outlines expectations for video production proposal. Students (groups) examine the bias perspective evident in the mass media and present their findings through a video production. Students (individual) analyse art for evidence of bias perspective and keep a written record of their findings.	Proposal for video production Video presentation Peer review of video presentation Journal or notebook
The teacher and/or teacher-librarian provide direct instruction on research skills. Students (individual) research Nobel laureates. The teacher guides research. Students (individual) present information through a panel dramatization of judging process. Students prepare and distribute handout on laureate.	Research notes Dramatization of selection process Handout on laureate

Unit 2: The Individual and Morality

Time: 15 hours (10 hours and 5 hours for skills development)

Description

This unit examines representations of the human condition, moral dilemmas, and Gospel values in literature. Emphasis is placed primarily on the genre of the novel. Skills taught include essay writing and oral presentation etiquette. Through an exploration of characters' moral dilemmas, students examine their lives compared to the protagonists' studied. The teacher ensures use of inclusive and representative materials. The student is encouraged to recognize that Good prevails over Evil when Gospel values are practised.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: 1a, 1c, 1i, 1j, 2b, 2c, 2e, 3a, 3d, 3e.

Strand(s): Literature Studies and Reading, Language, Writing

Overall Expectations: LSV.01, LSV.02, LSV.03, WRV.01, WRV.04, WRV.05, LAV.02.

Specific Expectations: LS1.01, LS1.02, LS2.01, LS3.02, WR1.02, WR1.03, WR4.04, WR5.01, WR5.03, WR5.04, LA2.01, LA2.05, LA2.06, LA2.07.

Unit Overview Charts

Activity	Expectations	Assessment	Focus
1	LSV.01, LSV.02, LS1.01, LS1.02, LS2.01 CGE1a, 1c, 1i, 2e	T/I K/U	Character Analysis
2	LSV.02, WRV.01, LAV.02, LS2.01, WR1.02, WR1.03, LA2.01 CGE2b, 2c	K/U T/I A C	Moral Dilemmas

3	LSV.01, LSV.03, WRV.04, WRV.05, LS1.01, LS3.02, WR4.01, WR5.01, WR5.03, WR5.04 CGE3d, 3e	K/U A T/I	Clarifying Themes
4	LAV.02, LA2.05, LA2.06, LA2.07 CGE1j	T/I A	Oral Presentations

Teaching/Learning Strategies	Assessment and Evaluation
The teacher introduces novel and assigns reading. The teacher explains character analysis strategies. Students (individual) examine protagonists' moral dilemmas through journal writing.	Journal
The teacher leads class discussion about the Gospel values (e.g., the role of charity, hope, forgiveness, etc.) found in the novel. The teacher presents a review lesson on theme and literary/rhetorical devices. Students identify themes and literary/rhetorical devices in the novel through pre-writing activities.	Pre-writing
The teacher presents lesson on essay writing and student exemplars. The teacher provides resources outlining information about MLA (Modern Language Association) format. Students (individual) use prewriting to develop a thesis for a literary essay. Students (individual) write a literary essay using self-editing, peer editing, and teacher conferences to refine their ideas.	Literary essay
The teacher outlines oral presentation skills. Students (individual) develop planning notes/rhetorical strategies for a seminar based on their literary essay. Students (individual) present the thesis and main points of their essay through an oral seminar.	Oral seminar

Unit 3: Independent Study

Time: 24 hours (18 hours and 6 hours for skills development)

Description

This unit is ongoing throughout the remainder of the semester and is meant to supplement the other units of study. One period each week is spent as a work period. Student-teacher conferences are ongoing throughout this unit. Students keep an ISP (Independent Study Project). Log to record their progress. The ISP consists of creative writing based on a theme or image from a selected fictional text. Students may choose from the following options:

- Students select three of the following: a news article, a ghost chapter, an opinion piece, a report relating the work to society, a song, a diary excerpt, a review comparing the film version to the novel.
- Students create a collection of poetry.
- Students write a short story.
- Students write a novella (suggested for students seeking enrichment).

Through the study and creation of various genres, students demonstrate their awareness of Gospel values in literature.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: 1a, 1d, 1h, 1i, 1j, 2a, 2b, 2c, 2d, 2e, 3a, 4b, 4e, 4f, 5b, 5g.

Strand(s): Literature Studies and Reading, Language, Writing

Overall Expectations: LSV.02, LSV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, MDV.02.

Specific Expectations: LS2.01, LS2.02, LS2.03, LS3.01, LS3.02, LS3.03, LS3.04, WR1.01, WR1.02, WR1.03, WR2.02, WR2.03, WR2.04, WR3.02, WR4.01, WR5.02, WR5.04, MD2.01.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	LSV.02, WRV.01, LS2.01, LS2.02, LS2.03, WR2.03, WR2.04 CGE2c, 5b	K/U T/I A C	Forms of Fictional Texts
2	LSV.03, WRV.01, WR1.01, WR1.02, LS3.02, LS3.03, LS3.04 CGE1a, 1d, 1h, 1i, 1j	K/U T/I A	The Elements of Style
3	LSV.03, WRV.01, WRV.02, LS3.01, WR1.01, WR1.02, WR1.03, WR2.03 CGE2a, 2e	K/U T/I A	Authorship and Inspiration
4	WRV.02, WRV.03, WRV.04, WRV.05, WR2.02, WR2.04, WR3.02, WR4.01, WR5.04 CGE2b, 2d, 4b, 4e, 4f	T/I C A	Making Meaning
5	WRV.04, WRV.05, MDV.02, WR4.01, WR5.02, WR5.04, MD2.01 CGE3a, 5g	K/U A	Publishing

Unit 4: History of the English Language

Time: 18 hours (14 hours and 4 hours for skills development)

Description

This unit examines the evolution of the printed word from classical texts to electronic publications. The teacher presents an overview of literary history with a special emphasis on poetry. The focus on genre includes a survey of literary archetypes. The teacher ensures use of inclusive and representative materials. Students develop a sense of the forces that have shaped our language and influenced current standards of common usage.

Students:

- interpret texts using various strategies, such as double-entry journals and close reading;
- study the development of the English language;
- research various genres and present their findings to the class;
- explore contemporary language theory and usage issues; this involves intensive grammar study and facilitates the proficient use of Standard Canadian English.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: 2e, 2b, 5a, 7g.

Strand(s): Language, Literature Studies and Reading

Overall Expectations: LSV.01, LSV.02, LSV.03, WRV.02, WRV.03, WRV.05, LAV.01, LAV.02, MDV.01, MDV.02.

Specific Expectations: LS1.02, LS1.04, LS1.05, LS2.02, LS3.02, LS3.03, WR2.01, WR2.02, WR2.04, WR3.02, WR5.04, LA1.01, LA1.02, LA1.03, LA1.04, LA1.05, LA2.01, LA2.02, MD1.01, MD2.01.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	LSV.01, LSV.03, LAV.01, LAV.02, LA1.01, LA2.01, LA2.02, LS1.02, LS1.05, LS3.03 CGE2e	T/I C A	Periods in Literary History
2	LSV.02, LSV.03, LAV.01, LAV.02, LS2.02, LS3.02, LA1.01, LA1.04, LA2.01 CGE2e	T/I A	Development of the English Language
3	LSV.03, LSV.01, WRV.02, LAV.01, LS3.02, LS3.03, LS1.05, WR2.01, WR2.02, LA1.02 CGE2b	K/U T/I C	Development of Language and Genre
4	LAV.01, LSV.03, LA1.03, LS3.02 CGE5a	K/U A	Etymology
5	MDV.02, WRV.03, LSV.01, LS1.04, WR3.02, MD2.01 CGE7g	K/U T/I C A	Archetypes
6	WRV.02, WRV.05, LAV.01, MDV.01, WR2.04, WR5.04, LA1.05, MD1.01 CGE2e	K/U T/I C A	21st-century English: Usage and Theory

Teaching/Learning Strategies	Assessment and Evaluation
The teacher introduces literary periods. Poems are read aloud in class, followed by a teacher-led discussion. The teacher demonstrates double-entry journal technique. Students (individual) develop detailed responses to literature using the double-entry journal technique (i.e., record initial responses and unfamiliar words while reading; define unfamiliar words and analyse responses after reading is complete). The teacher presents student exemplars of poetry analysis. Students use details from their journals to create poetry analysis.	Double-entry journal or notebook Poetry analysis
The teacher explains note-taking techniques and provides a note-taking rubric for students. The teacher delivers a lecture on the development of the English language. Students practise note-taking skills. The teacher and students collaboratively create a timeline on the board.	Note-taking Timeline
The teacher reviews research skills taught in Unit 1. Students (groups) research the development of literary genres. Students prepare and present a handout for the class outlining the results of their research.	Handout for class Presentation

The teacher introduces principles of etymology. The teacher directs the entire class in brainstorming to generate a word list and apply principles of etymology to discover word origins. Students prepare a personal dictionary/thesaurus. On a quiz, students (individual) analyse unfamiliar words using principles of etymology.	Personal dictionary/thesaurus Quiz
Through Socratic dialogue, the teacher presents information about archetypes, making reference to the sacred texts studied in Unit 1. Students (groups) collect evidence of archetypes in popular culture, (e.g., film, television, novels, etc.) that they are familiar with. Students present their findings in a multimedia exhibition using an installation art format.	Note-taking Multimedia exhibition
The teacher leads a discussion about 21st-century world English. Students read articles and complete analytic responses about current language usage and theory. The teacher guide students through extensive grammar study. Students complete grammar exercises and a summative grammar quiz.	Analytic response to magazine and newspaper articles Grammar exercises Grammar quiz

Unit 5: Relationships/Making Connections

Time: 17 hours (10 hours and 7 hours for skills development)

Description

Students interpret the content and structure of texts from various periods and understand how the elements of literary form enhance meaning in literature. An emphasis on the study of Shakespeare's language provides a link to the previous activity. Students analyse characters and character relationships in the literature and make connections to their own lives. This exploration provides students with the opportunity to examine one's relationship with God and with others in light of Gospel values.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: 2b, 2c, 5b.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: LSV.01, LSV.02, LSV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.02, MDV.02.

Specific Expectations: LS2.01, LS3.02, LS3.03, WR1.01, WR2.01, WR2.02, WR2.04, WR3.01, WR3.02, WR4.01, WR4.04, WR5.04, LA2.02, LA2.05, MD2.01.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	LSV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.02, LS3.02, WR1.01, WR2.01, WR3.01, WR4.04, WR5.04, LA2.02, LA2.05 CGE2c	K/U T/I C A	Shakespeare's Language
2	LSV.02, LSV.03, LAV.02, LS2.01, LS3.03, LS3.02, LA2.02 CGE5b	K/U T/I C A	Interpreting Shakespeare's Plays
3	WRV.02, WRV.03, WRV.04, WR2.02, WR3.02, WR4.04, WR2.04, WR2.01	T/I C A	Characterization

4	LSV.01, WRV.03, WRV.04, MDV.02, LS1.01, WR3.02, WR4.01, MD2.01 CGE2b	K/U T/I C A	Literature Through the Periods
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Teaching/Learning Strategies	Assessment and Evaluation
The teacher provides resources for research on Shakespeare's language and reviews research skills. Students (groups) research Shakespeare's language. The teacher monitors and supports research. The teacher explains the components of an expository essay and presents student exemplars. Students (individual) write an expository essay on their findings. The teacher supports writing process through conferences with students.	Group seminar on Shakespeare's language Individual expository research essay on seminar content
The teacher guides reading of a play by Shakespeare. Students (individual) keep a written record to reflect on how the style of his language affects meaning in the play.	Journal or notebook
The teacher reviews character analysis from Unit 2 and leads a class discussion about characters in the play. Students, in test format, analyse the relationships between characters through a close reading of sight passages.	Sight passage test on Shakespearean play with a focus on characterization
The teacher explains the Readers' Theatre process and guides students' selections of theme. Students (groups) prepare and present Readers' Theatre on a theme found in the play, using various sources of literature and media texts from a variety of periods.	Group Readers' Theatre presentation

Unit 6: Medium is the Message

Time: 16 hours (10 hours and 6 hours for skills development)

Description

This unit focuses on the study of language and its relationship to style and meaning through media literacy. Students analyse media works in order to distinguish the different voices of each medium and how an author's choice of diction or an editor's choice of illustration can impact on the reader. Students understand the importance of identifying purpose, audience, and style in order to create a voice in their own writing. Peer and self-evaluation of oral presentations ensure student awareness of curriculum expectations. The teacher provides students with the opportunity to compare their oral and communication skills with those required in university and a variety of occupations. This final unit provides students with the opportunity to examine the moral and ethical use of media such as the Internet.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: 2e, 5a.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: LSV.01, LSV.02, LSV.03, WRV.01, WRV.02, WRV.04, WRV.05, LAV.01, LAV.02, MDV.01, MDV.02.

Specific Expectations: LS1.01, LS2.03, LS3.01, LS3.04, WR1.03, WR1.04, WR2.01, WR4.02, WR4.03, WR5.02, LA1.05, LA2.03, LA2.04, LA2.06, LA2.07, MD1.02, MD1.03, MD2.02.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	LSV.01, LSV.02, LSV.03, MDV.01, LS1.01, LS3.01, LS2.03, LS3.04, MD1.02	K/U T/I	Voices of Media
2	WRV.01, WRV.04, WRV.05, MDV.02, WR1.03, WR2.01, WR4.02, WR4.03, WR5.04, MD2.02 CGE2e	K/U T/I C A	Elements of Film
3	LSV.01, WRV.01, LAV.01, LAV.02, MDV.01, MDV.02, LS1.01, WR1.04, LA1.05, LA2.03, LA2.04, LA2.06, LA2.07, MD1.01, MD1.03, MD2.02	K/U T/I A	Medium is the Message
4	WRV.01, WRV.02, WRV.04, WRV.05, LAV.01, WR1.03, WR2.01, WR4.02, WR4.03, WR5.02, WR5.03, LA1.05 CGE5a	T/I C A	Advertising Campaigns and Target Audiences

Teaching/Learning Strategies	Assessment and Evaluation
The teacher reviews style and voice in literature and leads a class discussion about their effect on meaning in literature and media works. Students (individual) practise note-taking skills. The teacher directs brainstorming of mass media mediums. The teacher leads class discussion about Marshall McLuhan's axiom "the medium is the message" and provides examples. The teacher provides sample media works/products for analysis. Students (groups) analyse media works/products and present their findings to the class through oral reports.	Oral report
The teacher presents a lesson on the genre of film. The teacher explains how to write a film review and presents student exemplars. Students (individual) choose and view a film for review (outside of class time). Students (individual) write a film review. The teacher monitors the writing process.	Film review
The teacher describes the group seminar assignment and provides ongoing research support. The teacher explains and monitors ethical use of the Internet. Students (groups) research a chosen medium, developing a specific focus for analysis (e.g., television: how advertising campaigns target different audiences). Students (groups) present seminar on findings.	Group research notes Group seminar Peer and self-evaluation of presentation
The teacher reviews analytic response skills practised in Unit 4. Students (individual) write a short analytic essay based on the content of their seminar. The teacher conferences with students during the writing process. The teacher provides students with the opportunity to compare their communication skills with those required for a variety of university programs.	Short analytic essay

Culminating Activity

Time: 2 hours

Description

The culminating activity, worth 30% of the course mark, is a summative evaluation in the form of a scheduled final examination. This culminating activity reinforces the skills and knowledge learned throughout the Grade 11 University course. Students write two five-paragraph essays: one argumentative and one analytic. Students respond to short-answer questions based on a poetry sight passage. Each activity relates to an overarching theme examined in the course. Exam writing skills are an essential component of academic preparation for university level studies. As an alternative, teachers may choose to have a lower weighting for the exam and include another summative assignment.

Resources

Print

Novels and plays

Poetry Anthology (multicultural)

Collection of Non-Fiction and Media Readings (e.g., anthology of essays, literary criticism, newspapers, and magazines)

Writing and Language Resource Texts

Short Story Anthology (multicultural)

NRSV Bible

Dictionaries and Thesauri

Glossary of Literary Terms

Social Teachings of the Church

Software/Video

Desktop-publishing programs (e.g., *Microsoft Word*, *Microsoft Access*, *PowerPoint*, *Encarta*)

Internet

CD-ROMs (e.g., *Interactive Shakespeare Library*)

Electronic Library

Skills Bank

Hardware

Portfolios

TV/VCR

Computers

CD player

Video camera

Videotapes

Audiotapes

Human Resources

Teachers, students/peers

People in the community

Board personnel

University/College students

Course Notes

This profile demonstrates one way in which the expectations of the Grade 11 University Preparation English course can be met. The course is divided into five theme-based units, and an Independent Study unit. The units contain the study of the traditional genres: novel, short story, poetry, drama, and media. The culminating activity of the course is the final exam, which constitutes 30% of the course mark. The content of the exam should relate directly to content studied in the course, and students should be given several opportunities throughout the course to practise writing answers in the style that they will be expected to write on the exam.

The teacher:

- varies the use of resources and teaching strategies;
- varies the assessment techniques accordingly to include rubrics, checklists, anecdotal comments, etc.;
- balances individual and group work in which students can “exercise Christian leadership in the achievement of individual and group goals” (CGE5f) and “work effectively as an interdependent team member” (CGE5a);
- provides workshops for students on practical skills required at the university level, such as research, essay writing, use of a word processor, and proper etiquette for oral presentations.

Students:

- use technology in the writing process and/or creation of media products;
- read a wide variety of texts from various backgrounds and periods and for a variety of purposes (e.g. to encourage students to read for pleasure, teachers may assign class time for silent reading during which students may read a suitable novel of their choice);
- keep written assignments in a separate section of their binders or in writing folders;
- are given the opportunity to publish their works (e.g., in a school newspaper).

The unit sequence is such that it moves from a general study, beginning with Signs and Symbols, to a very specific analysis of media texts in The Medium is the Message. Certain units precede others in terms of prior knowledge and skills required. For example, Unit 4: History of the English Language gives helpful background knowledge to students before they study Shakespeare’s language in Unit 5: Relationships/Making Connections. Major assignments for the course are distributed throughout the units based on time management for both teachers and students. The Grade 11 English University Preparation course should emphasize major assignments in keeping with university expectations.

This profile makes several references to teachers conducting conferences with students. These conferences can vary widely in their degree of formality. Conferences vary from the teacher giving feedback while circulating through the classroom to a scheduled meeting.

Where student exemplars are referenced, the teacher presents samples of student work gathered from previously taught courses or shared between departments and/or schools. When student work is used in this way, student privacy should be considered.

Each time students are directed to use the Internet, the teacher must review the responsible and ethical use of the technology. Teachers must monitor students.

Accommodations

Teachers using course profiles are required to accommodate for the unique learning needs of students with Individual Education Plans (IEPs). All accommodations must be personalized to the student’s individual needs as recorded on the IEP.

OSS Policy Applications

Ontario Ministry of Education. *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education. *Stepping Up! Ontario's New Standards for High Schools*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, English*. Toronto: Queen's Printer, 2000.

Ontario Ministry of Education. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education. *The Ontario Curriculum for Grades 9 to 12: Program Planning and Assessment*. Toronto: Queen's Printer, 2000.

Ontario Ministry of Education and Training. *Individual Education Plan (IEP): A Resource Guide*. Toronto: Queen's Printer, 1998.

Ontario Ministry of Education. *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education. *The Ontario Curriculum, Grades 9 and 10, Guidance and Career Education*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Engendering Equity: Transforming Curriculum*. Toronto: Queen's Printer, 1995.

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 1-8, Language*. Toronto: Queen's Printer, 1997.

Ontario Ministry of Education. *The Ontario Curriculum, Grades 9 and 10, The Arts*. Toronto: Queen's Printer, 1999.

Course Evaluation

In order for teachers to ensure program effectiveness, they must evaluate their course. When completing this review, colleagues should check for a program that respects the principles of assessment and evaluation (i.e., strategies are comprehensive, valid, informative, equitable, ethical, and collaborative). As well, teaching strategies are bias-free and address a range of learning styles.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Coded Expectations, English, Grade 11, University Preparation, ENG3U

Literature Studies and Reading

Overall Expectations

- LSV.01** · read and demonstrate an understanding of texts from various periods, with an emphasis on analysing and assessing information, ideas, themes, issues, and language;
- LSV.02** · demonstrate an understanding of the elements of fiction, drama, poetry, and non-fiction, with an emphasis on novels and poems;
- LSV.03** · describe the elements of style in texts from various periods, and analyse their effects.

Specific Expectations

Understanding the Meaning of Texts

- LS1.01** – analyse and interpret information, ideas, themes, and arguments in print and electronic texts (e.g., write a paper analysing a theme in a novel; explain explicit and implicit claims made in a persuasive essay);
- LS1.02** – select and use specific and relevant evidence from a close reading of texts to support interpretations, analyses, and arguments (e.g., analyse and describe the organization of an argument in a literary essay; identify the target and explain the criticism in a work of satire);
- LS1.03** – select and use a range of effective reading strategies (e.g., make, adjust, and defend predictions while reading a novel; adjust reading pace as the complexity of a text changes; reread a text closely to relate repeated images to a theme);
- LS1.04** – compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., analyse the thinking and response of a fictional character in a crisis and compare them with their own probable reactions; debate two different interpretations of a literary work using specific references to the text to support their arguments);
- LS1.05** – explain the influence of social and historical values and perspectives on texts and the interpretation of texts (e.g., relate the social values in a period such as the Industrial Revolution, the Second World War, or the 1960s to a literary work from that period; compare a historical and a contemporary critique of a literary work).

Understanding the Forms of Texts

- LS2.01** – analyse and explain how key elements of the novel and poetic forms influence their meaning (*intensive study*) (e.g., assess the effect of an author's choice of narrator in a novel; analyse the relationship between character revelation and theme or message in a dramatic monologue);
- LS2.02** – analyse how elements of literary forms other than novels and poetry are used to enhance meaning (*extensive study*) (e.g., compare a parody with the original text to understand the author's purpose; explain how the conflict and characterization in a short story enhance its social commentary);
- LS2.03** – analyse how elements of non-fiction forms influence their meaning (e.g., explain how the pattern chosen to organize an argument is related to the content and purpose of the work).

Understanding the Elements of Style

- LS3.01** – analyse how language and syntax are used in texts to create a voice appropriate to the purpose and audience (e.g., compare essays by two authors on a similar theme or topic and determine how each author creates a personal voice; describe how diction is used to establish voice in the opening chapter of a novel);

- LS3.02** – describe how authors use rhetorical and literary devices, such as pun, caricature, cliché, hyperbole, antithesis, paradox, wit, sarcasm, and invective, to enhance the meaning of texts (e.g., explain how paradox is used to deepen meaning in poetry; assess the effectiveness of rhetorical devices used to emphasize the social criticism in a satirical essay);
- LS3.03** – analyse the effect on the reader of authors’ choices of language, syntax, and literary and rhetorical devices by examining their own and others’ interpretations of the style of texts;
- LS3.04** – explain how authors and editors use design elements to organize content and help communicate ideas (e.g., discuss how the captions for illustrations could be written to achieve either a comic or a serious effect; explain the choice of photographs used in a biography).

Writing

Overall Expectations

- WRV.01** · use a variety of print and electronic primary and secondary sources to gather and assess information and develop ideas for writing;
- WRV.02** · select and use appropriate writing forms for intended purposes and audiences with a focus on essays and on narratives or poems;
- WRV.03** · use a variety of organizational structures and patterns to produce coherent and effective written work;
- WRV.04** · revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;
- WRV.05** · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

- WR1.01** – investigate potential topics by posing questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas from primary and secondary sources (e.g., consult a CD-ROM or on-line database to find information for an essay on a theme in a work studied; search library on-line catalogues to determine the availability of an author’s works);
- WR1.02** – organize and analyse information, ideas, and sources to suit specific forms and purposes for writing (e.g., group information and ideas to focus on key concepts for an essay; create a pattern of imagery for writing a sonnet);
- WR1.03** – formulate and refine a thesis, using information and ideas from prior knowledge and research (e.g., develop a thesis for an analysis of a satirical novel; integrate information and ideas acquired from a variety of sources for a personal essay on a topic or issue);
- WR1.04** – evaluate information and ideas to determine whether they are reliable, current, sufficient, and relevant to the purpose and audience.

Choosing the Form to Suit the Purpose and Audience

- WR2.01** – demonstrate an understanding of the uses and conventions of various forms by writing persuasive and literary essays, reviews, short narratives or poems, and summaries (e.g., write a personal essay on a current issue; write an academic essay analysing the themes or imagery of literature studied; write a film review for the school newspaper);
- WR2.02** – select and use an appropriate form to produce written work for an intended audience and purpose (e.g., write a poem about being Canadian for a reader in another country; write a report for an academic audience on the historical context of a literary work studied);

- WR2.03** – analyse the characteristics of literary and informational texts as models of writing for specific purposes and audiences;
- WR2.04** – select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing (e.g., use colloquialisms to establish an authentic voice for a character in a short narrative; use an appropriate voice in an academic essay on a work of literature).

Organizing Ideas and Information in Written Work

- WR3.01** – apply knowledge of essay structure to organize short essays or critiques, using:
- an introduction that engages the reader’s interest, introduces the thesis or controlling idea, and previews the organization or content of the essay;
 - a body that develops ideas logically and coherently and incorporates well-chosen, relevant evidence to support each idea;
 - a conclusion that follows logically from the thesis and ideas developed in the body, summarizes the key points and organization in the body, and makes a thoughtful generalization related to the controlling idea;
- WR3.02** – select and use appropriate organizational devices and patterns to structure short stories, poems, and multimedia presentations (e.g., use flashbacks to present background information in a short story; use extended metaphor in a poem; use a storyboard to establish sequence in a scene from a literary work);
- WR3.03** – use organizational patterns such as classification, definition, cause and effect, and chronological order to present information and ideas in essays, reviews, and summaries.

Revising Drafts

- WR4.01** – revise drafts to strengthen content and improve organization by refining the controlling idea; making connections among ideas; integrating details; and reordering information, ideas, and images (e.g., combine several ideas from an early draft to form a controlling idea for an essay; change the order of images in a poem to enhance the emotional impact);
- WR4.02** – revise drafts to improve clarity of expression (e.g., find specialized or academic vocabulary in reference resource materials to replace vague or inaccurately used words; review the use of active and passive verb voice in formal writing);
- WR4.03** – revise drafts to refine voice in written work (e.g., highlight pronouns to check for consistent use of person in an academic essay; read a passage aloud to listen for a distinctive voice; change the direct speech of characters in a short story to reflect their different personalities; examine writing for use of inclusive and anti-discriminatory language);
- WR4.04** – revise drafts to incorporate researched information, ideas, and quotations accurately, ethically, and consistently (e.g., incorporate researched information by using parenthetical referencing according to acceptable research methodology; use appropriate words and phrases to introduce borrowed information and ideas; create charts, graphs, or diagrams to incorporate information from research).

Editing, Proofreading, and Publishing

- WR5.01** – cite researched information, ideas, and quotations according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style; use parenthetical referencing; create bibliographies);
- WR5.02** – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., adapt an electronic template for the title page of an academic essay; use effective computer graphics, fonts, and typefaces to format a short story for a literary magazine);
- WR5.03** – compare their current writing skills with those required in a variety of university programs and occupations and make action plans to address identified needs (e.g., review samples of their own writing to identify strengths and weaknesses);

WR5.04 – edit and proofread their own and others’ writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: use parts of speech correctly and in a consistent manner in writing (e.g., use the possessive case to modify a gerund);
- Grammar and Usage: communicate complex ideas using a variety of sentence structures (e.g., use coordination and subordination for emphasis and to improve clarity; use parallelism and balance as an aid to clarity);
- Grammar and Usage: use pronouns correctly, with particular emphasis on personal, relative, and reflexive pronouns;
- Grammar and Usage: use verb tenses appropriately and correctly (e.g., use the present perfect tense when expressing general truths, when writing about literature, and when summarizing an author’s views; use the past perfect tense to express an action already completed at some specific time in the past);
- Grammar and Usage: use active and passive verb voice effectively to suit purpose and audience (e.g., use the active voice for clarity of expression; recognize the function of the passive voice as used in history and the sciences);
- Grammar and Usage: use parallel structures correctly and for rhetorical effect (e.g., express equal ideas in the same grammatical form, balancing single words with single words, phrases with phrases, clauses with clauses; use parallel structure in the paragraphs of an essay for clarity and emphasis);
- Grammar and Usage: show understanding that grammar may be used unconventionally for a particular effect in advertising, poetry, and for characterization in fiction and drama;
- Spelling: demonstrate an understanding of a wide range of spelling patterns, rules, and strategies by recognizing and correcting their own and others’ spelling errors (e.g., understand the conventions of Canadian, British, and American spelling; recognize difficulty in spelling words ending in *cede*, *ceed*, and *sede*);
- Spelling: spell correctly specific historical, academic, and literary terms used in course materials;
- Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., understand the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);
- Punctuation: use punctuation correctly and thoughtfully to clarify meaning, to show the grammatical relationships between words, and to add emphasis;
- Punctuation: use commas correctly with restrictive and non-restrictive words, phrases, and clauses;
- Punctuation: introduce and punctuate long quotations correctly in the body of an essay.

Language

Overall Expectations

LAV.01 · apply knowledge of the development of the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write, and speak effectively;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in panel discussions, speeches, and group presentations.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

- LA1.01** – apply a variety of strategies to extend vocabulary while reading, with an emphasis on understanding the denotation, connotation, and pronunciation of words (e.g., discuss diction in a poem or novel to explore personal and historical connotations; use knowledge of phonetics to pronounce words they are not used to seeing in print);
- LA1.02** – identify and describe the major influences in the development of the English language (e.g., Angles, Saxons, and Jutes; Vikings; Romans; the Norman Conquest of England; the invention of the printing press; colonialism; mass literacy; computer technology; the influence of other languages; the global use of English);
- LA1.03** – apply knowledge of prefixes, suffixes, and roots to expand vocabulary (e.g., use an etymological dictionary to identify the original and expanded meanings of words);
- LA1.04** – identify specialized and technical language appropriate to academic discussion and use it with precision in oral and written work;
- LA1.05** – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

- LA2.01** – communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and significant supporting details; clarifying and extending the ideas of others; using appropriate academic and theoretical language; and evaluating implicit and explicit ideas using criteria such as relevance, accuracy, and bias;
- LA2.02** – communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; contributing additional and relevant information; asking questions to extend understanding; making notes to track the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate;
- LA2.03** – use critical listening skills to analyse the content of oral presentations (e.g., assess the validity and persuasiveness of explicit and implicit arguments and the truth of conclusions; make inferences and detect assumptions, omissions, and biases; write a synopsis or review using criteria such as coherence, relevance, and logic);
- LA2.04** – analyse elements of oral presentations and assess how effectively they are used (e.g., transition words and phrases, level of language, body language, handouts, visual aids, and opportunities to clarify information or answer questions);
- LA2.05** – plan and prepare presentations by researching information and ideas; organizing material; selecting language appropriate to the topic, purpose, and audience; and rehearsing and revising;
- LA2.06** – use techniques of oral presentation to communicate effectively, with a focus on coherent organization; correct grammar and sentence structure; the use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, and repetition; and the use of voice projection, gestures, body language, timing, visual aids, and technology;
- LA2.07** – compare their current oral communication knowledge and skills with those required in a variety of occupations and university programs and make an action plan to address identified needs.

Media Studies

Overall Expectations

- MDV.01** · demonstrate an understanding of a variety of media texts, audiences, and industry practices by analysing representations, forms, and techniques in media works;
- MDV.02** · demonstrate an understanding of the relationships among form, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

- MD1.01** – demonstrate critical thinking skills by identifying bias and by analysing explicit and implicit messages in media works (e.g., explain the effect of images used in a film; identify the perspective of a newspaper or magazine);
- MD1.02** – explain how the form, technique, style, and language of a variety of media forms create meaning (e.g., compare the coverage of a current event by newspapers, radio, television, and Internet websites);
- MD1.03** – analyse the relationship between media works and their audiences (e.g., prepare for a panel discussion on how advertising campaigns target different audiences; identify the demographic profile of the target audience for a television show or radio station and assess how the content and advertising match the audience);
- MD1.04** – explain the relationship among media works, media industry practices including marketing and distribution methods, and media industry codes and government regulations (e.g., explain the use of media to launch a new product line).

Creating Media Works

- MD2.01** – design or create media works based on ideas, themes, and issues examined in this course (e.g., create media works based on a theme from literature, using available resources; write dialogue for a commercial to promote sales of a novel; create a promotional campaign to sell the same idea or service to two or more different audiences);
- MD2.02** – use knowledge of the relationships among form, purpose, audience, and production options to explain choices made in the design or production of media works (e.g., present media works to peers and explain solutions to problems encountered during the production process).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada's official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 4: History of the English Language

Time: 18 hours (14 hours and 4 hours for skills development)

Unit Description

This unit examines the evolution of the printed word from classical texts to electronic publications. The teacher presents an overview of literary history with a special emphasis on poetry. The focus on genre includes a survey of literary archetypes. The teacher ensures use of inclusive and representative materials. Students develop a sense of the forces that have shaped our language and influenced current standards of common usage.

Students:

- interpret texts using various strategies, such as double-entry journals and close reading;
- study the development of the English language;
- research various genres and present their findings to the class;
- explore contemporary language theory and usage issues, involving intensive grammar study and facilitating the proficient use of Standard Canadian English.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1: Periods in Literary History	4 hours	LSV.01, LSV.03, LAV.01, LAV.02, LA1.01, LA2.01, LA2.02, LS3.03, LS1.02, LS1.05 CGE2e	T/I C A	Dramatic reading Double-entry journal Poetry explication
2: Development of the English Language	2 hours	LSV.02, LSV.03, LAV.01, LAV.02, LS2.02, LS3.02, LA1.01, LA1.02, LA1.04, LA2.01 CGE2e	T/I A	Note-taking Timeline
3: Development of Literary Genres	3 hours	LSV.03, LSV.01, WRV.02, LAV.01, LS3.02, LS3.03, LS1.05, WR2.01, WR2.02, LA1.02 CGE2b	K/U T/I C	Handout Presentation
4: Etymology	2 hours	LAV.01, LSV.03, LA1.03, LS3.02 CGE5a	K/U A	Personal dictionary/thesaurus Summative quiz
5: Archetypes	3 hours	MDV.02, WRV.03, LSV.01, LS1.04, WR3.02, MD2.01 CGE7g	K/U T/I C A	Note-taking Multimedia exhibition
6: 21st-century English: Current Usage and Theory	4 hours	WRV.02, WRV.05, LAV.01, MDV.01, WR2.04, WR5.04, LA1.05, MD1.01 CGE2e	K/U T/I C A	Analytic response Grammar exercises Summative quiz

Activity 1: From Ancient Times to Words that Rhyme

Time: 240 minutes

Periods in Literary History

Description

Our study of the English language begins with a chronological overview of traditionally defined periods in literary history. This activity surveys literary history from antiquity to the twenty-first century. The zeitgeist (i.e., the general intellectual, moral, and cultural climate) of each period is recreated through dramatic readings of assigned poems. Students' understanding of individual poems is deepened by formal analysis. Representative works, ranging from classical texts to texts published on-line in literary e-zines, are analysed in a series of poetry analyses.

Strand(s) & Learning Expectations

Strand(s): Language, Literature Studies and Reading, Media Studies, Writing

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

Specific Expectations

LA1.01 - apply a variety of strategies to extend vocabulary while reading, with an emphasis on understanding the denotation, connotation, and pronunciation of words (e.g., discuss diction in a poem or novel to explore personal and historical connotations; use knowledge of phonetics to pronounce words they are not used to seeing in print);

LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and significant supporting details; clarifying and extending the ideas of others; using appropriate academic and theoretical language; and evaluating implicit and explicit ideas using criteria such as relevance, accuracy, and bias;

LA2.02 - communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; contributing additional and relevant information; asking questions to extend understanding; making notes to track the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate;

LS1.02 - select and use specific and relevant evidence from a close reading of texts to support interpretations, analyses, and arguments (e.g., analyse and describe the organization of an argument in a literary essay; identify the target and explain the criticism in a work of satire);

LS1.05 - explain the influence of social and historical values and perspectives on texts and the interpretation of texts (e.g., relate the social values in a period such as the Industrial Revolution, the Second World War, or the 1960s to a literary work from that period; compare a historical and a contemporary critique of a literary work);

LS3.03 - analyse the effect on the reader of authors' choices of language, syntax, and literary and rhetorical devices by examining their own and others' interpretations of the style of texts.

Prior Knowledge & Skills

Students use literary terms and recognize literary devices (e.g., alliteration, assonance, consonance, personification, hyperbole, rhyme, stanza, etc.).

Planning Notes

- Provide time for daily independent silent reading throughout this unit. Students may use this time to read assigned poems or a novel of their own choosing.
- Prepare a lesson on the periods of literary history. Some topics to include are the patronage system, the relationship between colonization and Elizabethan literature, the Reformation, the translation of the Bible into English (i.e., the King James version), the effect of Britain's class system on literacy, the recognition of world literature, etc. This lesson explains the influence of social and historical values on the creation and interpretation of texts (e.g., by relating the social values of the Industrial Revolution to Romantic literature).
- Prepare a handout on literary terms (e.g., denotation, connotation, ambiguity, metre, allusion, tone, irony, etc.).
- Prepare an example of a double-entry journal technique for students to use while reading:

Column A	Column B
Record unfamiliar words; textual evidence of theme(s), and literary devices.	Define unfamiliar words; analyse diction, theme and literary devices with specific references to text.

- Prepare a lesson on poetry analysis using the double-entry journal technique. This lesson takes the class through a step-by-step analysis of reading a poem so that they can use the technique to record their own reading experiences during the unit.
- Prepare a model for poetry analysis (using student exemplars).
- Provide time for writing in class.
- Prepare clips of films that illustrate period drama.

Teaching/Learning Strategies

- Before beginning the lesson on literary periods, assess students' knowledge of historical periods through an informal discussion. Points and questions to consider:
 - their impression of history as an academic subject: is it interesting or boring?
 - why is the study of history generally important (possibly use Carl Sandburg's poem "Grass" and the adage "those who don't know history are doomed to repeat it" to focus the discussion)?
 - why is history relevant to English class? Social commentaries offer provocative analyses of the contemporary lack of interest in history.
 - the current interest in history.
 - current films.
 - post-modern uses, allusions, and remaking of historical texts and works of art.
- Review the reading strategies students have used to make sense of poems in the past. Introduce new interpretive strategies using practical criticism (i.e., close reading) and the double-entry journal technique. Review literary terms and devices. Use poems that students are studying to illustrate the employment of each literary device.
- Read poems aloud in class and develop detailed responses to assigned poems together using the double-entry technique. (Students continue to use the double-entry journal technique to develop reading/decoding strategies while reading independently.)
- Give students opportunities to formulate and pose questions based on their individual readings of the poems studied in class. Discuss questions together in class. Use information about literary history and devices to come to terms with various interpretations. Remind students of English scholars' Golden Rule: the best interpretation is the one most accurately supported by the details of the text.

- Students move from informal to formal responses by preparing a series of detailed and insightful poetry analyses based on a) initial responses recorded in journals and b) oral discussions in class. Student explications demonstrate a growing sensitivity to the effectiveness of authors' choices of language, syntax, and literary and rhetorical devices.
- Illustrate the concept of period drama by showing clips from a number of films.
- Introduce the dramatic reading assignment. Divide the class into groups and assign each group a literary period and a representative poem. This assignment requires further research into literary history by each group. Electronic and print sources should be consulted. Encourage students to research the literary history of their culture of origin or another culture. Based on their research, each group prepares a dramatic reading of their poem. A variety of presentation techniques may be used depending on their comfort level. Some groups may use a Readers' Theatre approach, while others may depict the presentation of a poem to the poet's patron. The use of period costumes is encouraged.
- Draw students' attention to the social justice issues raised by activity content through ongoing discussion:
 - Use Gospel values to interpret the social, religious, and moral significance of literary history (e.g., colonization, patronage, sacred versus secular writings, the British class system, women writers, etc.).
 - Examine the influence of power struggles between the new "Church of England" and the Roman Church by analysing the resulting imagery and iconography and its attendant effects on the corporate imagination.
 - Relate content to students' personal experience of the human condition by modelling a critical process that questions how literary value is determined (e.g., rock 'n roll as poetry, etc.).
- Encourage a safe and open environment, as is a live expression of the Catholic faith experience.
- Encourage a safe and open environment for the discussion of these issues and encourage students to respect others' opinions.

Assessment & Evaluation of Student Achievement

- double-entry journal (rubric) (Appendix 1)

Accommodations

- For written assignments such as the double-entry journal, students can be accommodated with use of a computer.
- A written assignment may also require a scribe or dictation given by an Educational Assistant.

Resources

Teacher Resources

- Abrams, M.H. *A Glossary of Literary Terms*, 6th ed. New York: Harcourt Brace, 1993.
- Aristotle. *Rhetoric and Poetics*. New York: Random House, 1954.
- Bible: *The Holy Bible – New Revised Standard Version*. Nashville: Thomas Publishers, 1989.
- Bloom, Harold. *The Western Canon*. New York: Harcourt Brace, 1994.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
- Heath, Jeffrey M., ed. *Profiles In Canadian Literature*. 8 volumes. Dundurn, 1980-1991.
- Holman, C. Hugh and William Harmon. *A Handbook to Literature*, 6th ed. New York: MacMillan, 1996.
- Hooks, Bell. *Outlaw Culture: Resisting Representations*. New York: Routledge, 1994.
- Ioannou, Susan. *A Magical Clockwork: The Art of Writing the Poem*. Toronto: Wordwrights Canada, 2000.

Lecker, Robert, ed. *Canadian Canons: Essays In Literary Value*. Toronto: University of Toronto Press, 1991.

Lentricchia, Frank and Thomas McLaughlin, eds. *Critical Terms for Literary Study*. Chicago: University of Chicago Press, 1990.

MacPherson, Jay. *Four Ages of Man*. Toronto: MacMillan, 1962.

Mariani, Philomena, ed. *Critical Fictions: The Politics of Imaginative Writing*. Seattle: Bay Press, 1991.

New, W.H., ed. *A History of Canadian Literature*. Toronto: New Amsterdam Books, 1993.

Preminger, Alex and T.V.F. Brogan, eds. *The New Princeton Encyclopaedia of Poetry and Poetics*. New Jersey: Princeton UP, 1993.

Zimmerman, J.E. *Dictionary of Classical Mythology*. New York: Bantam, 1985.

Student Resources and Anthologies

Allison, Alexander W., et al. *The Norton Anthology of Poetry*, 3rd ed. New York: W.W. Norton, 1983.

Atwood, Margaret, ed. *The New Oxford Book of Canadian Verse in English*. Toronto: Oxford UP, 1982.

Bible: *The Holy Bible – New Revised Standard Version*. Nashville: Thomas Publishers, 1989.

Creighton, David. *Myths Within*. Toronto: Gage, 1992.

Knox, Bernard, ed. *The Norton Book of Classical Literature*. New York: W.W. Norton, 1993.

Rogers, Katharine and William McCarthy, eds. *The Meridian Anthology of Early Women Writers: British Literary Women from Aphra Behn to Maria Edgeworth, 1660-1800*. New York: Meridian, 1987.

Electronic Resources

All-Purpose Handbooks – <http://www.utoronto.ca/writing/books2.html>

Books on the Process of Reading & Writing – <http://www.utoronto.ca/writing/books1.html>

The Norton Introduction to Literature Web Companion – <http://www.wwnorton.com/introlit>

Appendices

Appendix 1 – Double-Entry Journal Rubric

Activity 2: Around the Word In Eighty Ways

Time: 120 minutes

Development of the English Language

Description

The English language is examined from its historical roots to its contemporary use in global settings. Major influences in the development of the English language are considered. The purpose of this activity is to convey the idea that English is a living entity, one that grows and changes over time according to the progress and needs of humanity. The way language represents human values will be examined through the etymological analysis of individual words. The social and historical perspectives that have influenced the creation and reception of literary texts are also considered in a formal analytic response paper.

Strand(s) & Learning Expectations

Strand(s): Language, Literature Studies and Reading, Media Studies, Writing

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Specific Expectations

LS2.02 - analyse how elements of literary forms other than novels and poetry are used to enhance meaning (extensive study) (e.g., compare a parody with the original text to understand the author's purpose; explain how the conflict and characterization in a short story enhance its social commentary);

LS3.02 - describe how authors use rhetorical and literary devices, such as pun, caricature, cliché, hyperbole, antithesis, paradox, wit, sarcasm, and invective, to enhance the meaning of texts (e.g., explain how paradox is used to deepen meaning in poetry; assess the effectiveness of rhetorical devices used to emphasize the social criticism in a satirical essay);

LA1.01 - apply a variety of strategies to extend vocabulary while reading, with an emphasis on understanding the denotation, connotation, and pronunciation of words (e.g., discuss diction in a poem or novel to explore personal and historical connotations; use knowledge of phonetics to pronounce words they are not used to seeing in print);

LA1.04 - identify specialized and technical language appropriate to academic discussion and use it with precision in oral and written work;

LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and significant supporting details; clarifying and extending the ideas of others; using appropriate academic and theoretical language; and evaluating implicit and explicit ideas using criteria such as relevance, accuracy, and bias.

Prior Knowledge & Skills

Students possess a rudimentary knowledge of the history of Western civilization.

Planning Notes

- Prepare a lecture on the history of the English language with attention to cross-curricular links (e.g., outline how political, economic, and cultural forces have affected the historical development of the English language by considering Angles, Saxons, and Jutes; Vikings; Romans; the Norman Conquest of England; the invention of the printing press; colonialism; mass literacy; computer technology, the influence of other languages; the global use of English, the power of the Bible to influence language [i.e., new translations], the lingering effect of Latin as the language of the Bible).
- Plan a lesson on effective note-taking. Create a sample note using the Cornell format for a page (i.e., two wide columns, the left one is for summative headings; a space at the bottom of the page is for students' reflective and synthesizing annotations). See Resources for guidance on such methods.
- Prepare a sample timeline, perhaps using the timeline found on the *Encarta Encyclopaedia* CD-ROM as a model.

Teaching/Learning Strategies

- Before delivering the lecture on the history of the English language, explain that lectures are an important teaching method in university. Briefly discuss learning styles and strategies for successful note taking. Show students a sample of effective note-taking and distribute a copy of a teacher-made note taking checklist.

- Deliver the lecture on the development of the English language. Model effective note-taking throughout the first half of the lecture by jotting down important points on the board or overhead as they are presented. Ask students to take notes during the second half of the lecture. Review the points they included in their notes and discuss how to determine the significant points that must be recorded. Ask students to relate these lecture notes to the readings they have done on the same topics, to demonstrate how different sources give different shapes to information and to show how orally-transmitted ideas can be confirmed and deepened by further reading. **Note:** it is important for students to expect to take in ideas from different types of sources and to synthesize them for themselves. Comparing sources is also part of critical thinking. Students use the self/peer note-taking checklist to evaluate the success of the task.
- Examine the cross-curricular issues raised by content covered in lecture through a variety of discussion methods, such as think/pair/share, jigsaw, expert groups, etc. Topics for discussion might include: Angles, Saxons, and Jutes; Vikings; Romans; the Norman Conquest of England; the invention of the printing press; colonialism; the Reformation; mass literacy; computer technology, the influence of other languages; the global use of English, dialects in history, the existence of dialects within present-day Canadian society (e.g., regional music can be used to illustrate this idea), etc.
- Relate issues to students' personal observation of the human condition by examining the limits of their working vocabulary, their response to unfamiliar words, and the social implications of diction (how does the way you talk affect the way people perceive you).
- As a class, create a timeline that outlines major events in the historical development of the English language. This task reinforces the discernment of key details introduced in relation to note-taking earlier in the activity. (*Encarta Encyclopaedia* has an excellent sample timeline.) A variety of historical resources may be drawn on to supplement the information presented in the lesson. A multimedia approach [incorporating text, images, and sound, if possible] captures the idea of history as a living, ever-changing entity. The timeline might be hung up on one or two walls and referred to throughout the course.
- Encourage a safe and open environment for discussion and encourage students to respect others' opinions.

Assessment & Evaluation of Student Achievement

- note-taking (checklist)
- timeline (observation)

Accommodations

- For an activity such as note-taking (modelling a requirement for university students), students may have copies of the notes provided for them from the lecture.
- For students with hearing problems, an FM system may be provided.
- A written assignment may require a scribe.
- For an activity such as a timeline, a template may be provided to students as an exemplar.

Resources (list of sources found on Microsoft's *Encarta Encyclopaedia* 2001 CD-ROM)

Bambas, Rudolph C. *The English Language: Its Origin and History*. University of Oklahoma Press, 1980.

Barzun, Jacques. *A Word or Two Before You Go*. Wesleyan Press, 1986.

Baugh, Albert C. and Thomas Cable. *A History of the English Language*, 4th ed. New York: Prentice Hall, 1993.

Bryson, Bill. *Made In America: An Informal History of the English Language in the United States*. Avon, 1996.

Bryson, Bill. *The Mother Tongue: English and How It Got That Way*. Avon, 1996.

Crystal, David. *English as a Global Language*. Cambridge: Cambridge UP, 1998.

Hogg, Richard M., ed. *The Cambridge History of the English Language*. 6 volumes. Cambridge UP, 1992-1999.

Kacirk, Jeffrey. *Forgotten English*. Morrow, 1997.

McCrum, Robert, et al. *The Story of English, revised edition*. New York: Penguin, 1993.

Partridge, Eric. *Dictionary of Slang and Unconventional English*, 8th ed. New York: Macmillan, 1985.

Pauk, Walter. *How to Study in College*.

Preminger, Alex and T.V.F. Brogan, eds. *The New Princeton Encyclopaedia of Poetry and Poetics*. New Jersey: Princeton UP, 1993.

Pyles, Thomas and John Algeo. *Origins and Developments of the English Language, 4th ed.* New York: Harcourt Brace Jovanovich, 1993.

Electronic Resources

History of the English Language – <http://www.library.utoronto.ca/utel.diaclang.html>

History of the English Language Links – <http://www.chass.utoronto.ca/~cpercy/helhome.htm>

Encarta Encyclopaedia On-line – www.encyclopedia.msn.com

World Book On-line – www.worldbookonline.com

The Electric Library – www.elibrary.ca/education

The Bartleby Project – www.columbia.edu/acis/bartleby/

The Voice of the Shuttle – www.vos.ucsb.edu/shuttle/english.html

University of Guelph Learning Services – www.uoguelph.ca/csrl/learning/sq4r.htm

Activity 3: Origin of the Literary Species

Time: 180 minutes

Development of Literary Genres

Description

Students apply knowledge gained from the study of literary history by making connections between the issues/styles/values specific to each period and the development of particular genres. Students conduct intensive research to complete this activity. Topics for analysis may include: the relationships between the oral tradition and poetry; serials and short stories; evolving class structure and the novel; folk tradition and the urban legend; mythology and the Hollywood epic; ballads and popular music. Students prepare and present a handout on their findings in class.

Strand(s) & Learning Expectations

Strand(s): Language, Literature Studies and Reading, Media Studies, Writing

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively.

Specific Expectations

LS3.02 - describe how authors use rhetorical and literary devices, such as pun, caricature, cliché, hyperbole, antithesis, paradox, wit, sarcasm, and invective, to enhance the meaning of texts (e.g., explain how paradox is used to deepen meaning in poetry; assess the effectiveness of rhetorical devices used to emphasize the social criticism in a satirical essay);

LS3.03 - analyse the effect on the reader of authors' choices of language, syntax, and literary and rhetorical devices by examining their own and others' interpretations of the style of texts;

LS1.05 - explain the influence of social and historical values and perspectives on texts and the interpretation of texts (e.g., relate the social values in a period such as the Industrial Revolution, the Second World War, or the 1960s to a literary work from that period; compare a historical and a contemporary critique of a literary work);

WR2.01 - demonstrate an understanding of the uses and conventions of various forms by writing persuasive and literary essays, reviews, short narratives or poems, and summaries (e.g., write a personal essay on a current issue; write an academic essay analysing the themes or imagery of literature studied; write a film review for the school newspaper);

WR2.02 - select and use an appropriate form to produce written work for an intended audience and purpose (e.g., write a poem about being Canadian for a reader in another country; write a report for an academic audience on the historical context of a literary work studied);

LA1.02 - identify and describe the major influences in the development of the English language (e.g., Angles, Saxons, and Jutes; Vikings; Romans; the Norman Conquest of England; the invention of the printing press; colonialism; mass literacy; computer technology; the influence of other languages; the global use of English).

Prior Knowledge & Skills

Students are familiar with formal and structural elements of various genres including poetry, short stories, novels, and film.

Planning Notes

- Review assessment criteria with students before they begin the research task.
- Prepare a plan for group-work techniques, i.e. explanation of expert groups (one topic per group, report back to class), including roles and responsibilities for group members.
- Provide Library/Resource Centre and Internet resources as appropriate.

Teaching/Learning Strategies

- The teacher explains expert group technique and assigns groups.
- The assignment requires each group to research, present, and create a handout on their topic.
- The class develops a rubric for evaluating the group presentation handout.
- Groups use electronic and print sources to research the development of literary genres, such as poetry, drama, novel, short story, cinema. The relationship between the many literary styles found in ancient writings (e.g., the *Bible*) and the development of specific genres is explained in terms of their profound and continuing influence.
- Groups present findings in an oral presentation, including a class handout summarizing their presentation.
- The dramatic representation initiated in Activity 1 can be continued (e.g., students may present the findings in period costumes, etc.).

Assessment & Evaluation of Student Achievement

- handout/oral presentation (rubrics)

Accommodations

- A written assignment may require a scribe.
- For written assignments such as a handout, students can use a computer.
- A peer editor may be provided for students as they create a handout for the class.
- Oral presentations may require alternate assessment such as videotaping, small-group, or teacher-only presentations.

Resources

Teacher Resources

- Abrams, M.H. *A Glossary of Literary Terms*, 6th ed. New York: Harcourt Brace, 1993.
- Brunk, Terrence, et al. *A Guide to Teaching with Literacies: Reading, Writing, Interpretation*. New York: W.W. Norton, 1997.
- Holman, C. Hugh and William Harmon. *A Handbook to Literature*, 6th ed. New York: MacMillan, 1996.
- Jerome, Judson. *The Poet's Handbook*. Ohio: Writer's Digest Books, 1980.
- Luengo, Anthony. *Canadian Writer's Handbook*. Scarborough: Prentice Hall, 1995.
- Preminger, Alex and T.V.F. Brogan, eds. *The New Princeton Encyclopaedia of Poetry and Poetics*. New Jersey: Princeton UP, 1993.

Student Resources and Anthologies

- Brown, Stewart, ed. *Caribbean New Wave: Contemporary Short Stories*. Oxford: Heinemann, 1990.
- Brunk, Terrence, et al. *Literacies: Reading, Writing, Interpretation*. New York: W.W. Norton, 1997.
- Mariani, Philomena, ed. *Critical Fictions: The Politics of Imaginative Writing*. Seattle: Bay Press, 1991.

Electronic Resources

How to Do Research on the Internet

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

Information and Discussion on Anglo-Saxon and the Range of World English

<http://www.library.utoronto.ca/utel/diaclang.html>

<http://www.chass.utoronto.ca/~cpercy/helhome.htm>

Activity 4: Our Roots are Showing

Time: 120 minutes

Etymology

Description

This activity focuses students' attention on the derivative nature of the English language by analysing its Latin and Greek roots. Students develop vocabulary by building and decoding strategies through the course of the activity. Tasks include: tracing original connotations of words; tracing changed meaning in relation to evolving social values; and use, misuse, and omission of words. Students relate content to their own lives through an examination of street slang.

Strand(s) & Learning Expectations

Strand(s): Language, Literature Studies and Reading, Media Studies, Writing

Ontario Catholic School Graduate Expectations

CGE5a - works effectively as an interdependent team member.

Specific Expectations

LA1.03 - apply knowledge of prefixes, suffixes, and roots to expand vocabulary (e.g., use an etymological dictionary to identify the original and expanded meanings of words);

LS3.02 - describe how authors use rhetorical and literary devices, such as pun, caricature, cliché, hyperbole, antithesis, paradox, wit, sarcasm, and invective, to enhance the meaning of texts (e.g., explain how paradox is used to deepen meaning in poetry; assess the effectiveness of rhetorical devices used to emphasize the social criticism in a satirical essay).

Prior Knowledge & Skills

Students are familiar with the use of prefixes, suffixes, and root words to extend vocabulary.

Planning Notes

- Prepare lessons on etymology with activities designed to assess students' understanding of etymological principles. (See a worksheet in *Language Power* (Toronto: Gage, 2000) on page 112 called Dictionary: Word Origins.)
- Prepare summative quiz to evaluate student knowledge and understanding.

Teaching/Learning Strategies

- The teacher delivers lesson(s) on etymology.
- Using overheads and print handouts, the teacher demonstrates how to read entries in standard college-level dictionaries: for instance, to find guidance on pronunciation, morphology, idiomatic constructions, connotations, and usage, as well as information on derivations and word history.
- Students use on-line and print dictionaries to:
 - analyse familiar words using principles of etymology;
 - use vocabulary-building strategy by creating personal wordlists and recording new words in personal dictionary/thesaurus;
 - apply knowledge of roots, prefixes, and suffixes through a summative quiz on Greek and Latin prefixes, suffixes, and root words.
- Students should be encouraged to examine current street slang and discuss the origin of certain slang words with which they are familiar.

Assessment & Evaluation of Student Achievement

- personal dictionary/thesaurus (checklist)
- summative quiz

Accommodations

Exercises done in class may require:

- students to work in pairs;
- the use of a tutor or an editor;
- the use of dictating software such as *dragon dictate*TM;

A quiz may require:

- multiple-choice format;
- more time for completion;
- the use of an Educational Assistant for extra help in working one-on-one with a student.

Resources

Teacher Resources

www.utoronto.ca/writing/vocab.html

Student Resources (books listed on Microsoft's *Encarta Encyclopaedia 2001* CD-ROM)

Almon, Jordan. *Dictionary of Word Origins: A History of the Words, Expressions and Clichés We Use*. Citadel, 1995.

Ayers, Donald M. *English words from Latin and Greek elements*, 2nd ed. Tucson: University of Arizona Press, 1986.

Bevington, Gary. *Where Do Words Come From? An Introduction to Etymology*. Kendall/Hunt, 1995.

Crutchfield, Roger S. *English Vocabulary Quick Reference: A Comprehensive Dictionary Arranged by Root Words*. Lexadyne, 1998.

Crystal, David. *English as a Global Language*. Cambridge: Cambridge UP, 1998.
Davies, Peter. *Roots: Family Histories of Familiar Words*. McGraw-Hill, 1981.
Hoad, Terry F. *The Concise Oxford Dictionary of English Etymology*. Oxford: Oxford UP, 1986.
Klein, Ernest. *A Comprehensive Etymological Dictionary of the English Language*. Elsevier, 1971, 1979.
Mish, Grederick C., ed. *The Merriam-Webster New Book of Word Histories*. Merriam-Webster, 1991.
The Oxford English Dictionary on Historical Principles. (32 volumes, also on CD-ROM)
<http://www.chass.utoronto.ca/chass/oed/oedpage.html>
<http://www.oed.com/> (on-line access unfortunately restricted).

Activity 5: An Archetype Is Not As Dark As Its Themes

Time: 180 minutes

Archetypes

Description

The study of literary archetypes reinforces the emphasis on pattern introduced and developed in Activities 1 - 4. Through a multimedia exhibition, students recognize patterns of repetition and variation in literature as well as media works (e.g., the sit-com formula). This activity also links the study of literary periods to students' own experience of popular culture.

Strand(s) & Learning Expectations

Strand(s): Language, Literature Studies and Reading, Media Studies, Writing

Ontario Catholic School Graduate Expectations

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Specific Expectations

LS1.04 - compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., analyse the thinking and response of a fictional character in a crisis and compare them with their own probable reactions; debate two different interpretations of a literary work using specific references to the text to support their arguments);

WR3.02 - select and use appropriate organizational devices and patterns to structure short stories, poems, and multimedia presentations (e.g., use flashbacks to present background information in a short story; use extended metaphor in a poem; use a storyboard to establish sequence in a scene from a literary work);

MD2.01 - design or create media works based on ideas, themes, and issues examined in this course (e.g., create media works based on a theme from literature, using available resources; write dialogue for a commercial to promote sales of a novel; create a promotional campaign to sell the same idea or service to two or more different audiences).

Prior Knowledge & Skills

- Students apply knowledge of biblical stories, especially from the Old Testament.
- Students review mythic patterns that emerged in storytelling circle during Unit 1.

Planning Notes

- Prepare a lecture on archetypes using examples from the myths and sacred texts studied in Unit 1. Consider links between traditional literary archetypes and students' own cultural experience (e.g., *Hercules*, the quest dimension of *Survivor*, good versus evil depicted in Disney films, etc.).
- Find examples – print and electronic – of installation art exhibits. (See Internet sites in Resources for examples). Prepare and provide various venues and mediums for students to access during exhibition, including: print media, animation, sculpture, painting, video, ambient recordings, etc.

Teaching/Learning Strategies

- Deliver lesson on literary archetypes by engaging the class in Socratic dialogue.
- Review stories presented in storytelling circle and identify examples of mythic images and situations. Patterns to look at include:
 - archetypal situations (e.g., birth, death, the fall of humanity/expulsion from the Garden of Eden, etc.);
 - archetypal themes (e.g., Oedipus complex, Cain and Abel, etc.);
 - archetypal symbols (e.g., sun, moon, seasons, animals, etc.).
- Foster respect for the history, cultural heritage, and pluralism of contemporary society by examining selections from mythologies and sacred texts from around the world.
- Present a variety of installation art examples (e.g., as documented in art books, on the Internet, play ambient recordings, etc.). Discuss the history of the *Carnavalesque* (Rabelais) and its implications for this activity.
- Assign multimedia exhibition.
- Use various techniques (e.g., brainstorming, class discussion, and note-taking) to make connections between literary history and popular culture).
- Students apply knowledge of literary archetypes through the creation of a multimedia exhibition (e.g., collect and display evidence of archetypes in popular culture carnival-style using visual, aural, and textural aspects of representations).

Assessment & Evaluation of Student Achievement

- multimedia exhibition (brainstorming and planning checklists; presentation rubric)

Accommodations

- A rich performance task (or culminating project) may require more time and the task may need to be divided into more manageable chunks.
- A multimedia exhibition may require extra student-teacher conferencing.

Resources

Print

Bible: *The Holy Bible – New Revised Standard Version*. Nashville: Thomas Publishers, 1989.

Creighton, David. *Myths Within*. Toronto: Gage, 1992.

Frye, Northrop. *The Great Code: The Bible and Literature*. 1982.

Frye, Northrop. *Fables of Identity: Studies in Poetic Mythology*. 1963.

Knox, Bernard, ed. *The Norton Book of Classical Literature*. New York: W.W. Norton, 1993.

MacPherson, Jay. *Four Ages of Man*. Toronto: MacMillan, 1962.

Preminger, Alex and T.V.F. Brogan, eds. *The New Princeton Encyclopaedia of Poetry and Poetics*. New Jersey: Princeton UP, 1993.

Zimmerman, J.E. *Dictionary of Classical Mythology*. New York: Bantam, 1985.

Internet (Teacher preview recommended)

<http://members.tripod.com/~soundart/>

<http://www.fastandwide.net/>

<http://asuam.fa.asu.edu/disfunctional/art.htm>

<http://www.235media.com/>

<http://jupiter.ucsd.edu/>

http://www.artcyclopedia.com/media/Installation_Artist.html

<http://bastilleweb.techhouse.org/>

Activity 6: Back to the Present

Time: 240 minutes

21st-century English: Current Usage and Theory**Description**

The unit closes with an examination of the forces that continue to shape the English language. Current standards of usage are reviewed and clarified through a series of intensive grammar lessons and exercises. A variety of issues, including political correctness, the effect of technology, world English, gender inclusiveness, etc., are discussed and examined in a formal analytic response paper.

Strand(s) & Learning Expectations

Strand(s): Language, Literature Studies and Reading, Media Studies, Writing

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

Specific Expectations

WR2.04 - select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing (e.g., use colloquialisms to establish an authentic voice for a character in a short narrative; use an appropriate voice in an academic essay on a work of literature);

WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage: use parts of speech correctly and in a consistent manner in writing (e.g., use the possessive case to modify a gerund);

Grammar and Usage: communicate complex ideas using a variety of sentence structures (e.g., use coordination and subordination for emphasis and to improve clarity; use parallelism and balance as an aid to clarity);

Grammar and Usage: use pronouns correctly, with particular emphasis on personal, relative, and reflexive pronouns;

Grammar and Usage: use verb tenses appropriately and correctly (e.g., use the present perfect tense when expressing general truths, when writing about literature, and when summarizing an author's views; use the past perfect tense to express an action already completed at some specific time in the past);

Grammar and Usage: use active and passive verb voice effectively to suit purpose and audience (e.g., use the active voice for clarity of expression; recognize the function of the passive voice as used in history and the sciences);

Grammar and Usage: use parallel structures correctly and for rhetorical effect (e.g., express equal ideas in the same grammatical form, balancing single words with single words, phrases with phrases, clauses with clauses; use parallel structure in the paragraphs of an essay for clarity and emphasis); Grammar and Usage: show understanding that grammar may be used unconventionally for a particular effect in advertising, poetry, and for characterization in fiction and drama;

Spelling: demonstrate an understanding of a wide range of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., understand the conventions of Canadian, British, and American spelling; recognize difficulty in spelling words ending in cede, ceed, and sede);

Spelling: spell correctly specific historical, academic, and literary terms used in course materials;

Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., understand the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);

Punctuation: use punctuation correctly and thoughtfully to clarify meaning, to show the grammatical relationships between words, and to add emphasis;

Punctuation: use commas correctly with restrictive and non-restrictive words, phrases, and clauses;

Punctuation: introduce and punctuate long quotations correctly in the body of an essay;

LA1.05 - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions);

MD1.01 - demonstrate critical thinking skills by identifying bias and by analysing explicit and implicit messages in media works (e.g., explain the effect of images used in a film; identify the perspective of a newspaper or magazine).

Prior Knowledge & Skills

Students draw on experience with e-mail, slang, and regional dialects.

Planning Notes

- Prepare informal diagnostic tool to assess students' knowledge and understanding of grammar conventions.
- Prepare discussion outline on twentieth-century English in light of current usage and language theories.
- Prepare specific exercises for intensive grammar study and a summative grammar quiz.

Teaching/Learning Strategies

- Students read various (electronic and print) articles about world English and its use in the new millennium.
- Discuss the issues raised in the articles together as a class.
- Distribute copy of analytic response rubric and assign analytic responses to magazine and newspaper articles about current usage issues.
- Guide students through intensive grammar review with extensive practical application and exercises.
- Students write a summative grammar quiz with a focus on application.

Assessment & Evaluation of Student Achievement

- analytic responses (rubric) (Appendix 2)
- grammar exercises (completion)
- summative grammar quiz

Accommodations

- For written assignments such as an analytic response, students can be accommodated with use of a computer.
- A written assignment may also require a scribe or dictation given by an Educational Assistant.
- A quiz may require multiple-choice format, more time for completion, or an Educational Assistant for extra help in working one-on-one with a student.

Resources

Print

- Burchfield, R.W. *The New Fowler's Modern English Usage*, 3rd ed. Oxford: Oxford UP, 1996.
- Hayakawa, S.I. and Eugene. *Choose the Right Word: A Contemporary Guide to Selecting the Precise Word for Every Situation*, 2nd ed. New York: Harper Collins, 1994.
- Hoffman, Eva. *Lost In Translation*. New York: Penguin, 1989.
- Ingram, Jay. *Talk, Talk, Talk*. Toronto: Penguin, 1993.
- Kellow, Brian and John Krisak. *Language Matters: expression, usage, structure*. Don Mills: Oxford UP, 1996.
- Luengo, Anthony. *Canadian Writer's Handbook*. Scarborough: Prentice Hall, 1995.
- Marlyn, John. *Under the Ribs of Death*. Toronto : McClelland & Stewart, 1957.
- Miller, Casey and Kate Swift. *The Handbook of Nonsexist Writing*. New York: Lippincott & Crowell, 1980.
- O'Conner, Patricia. *Woe Is I: The Grammarphobe's Guide to Better English in Plain English*. New York: Putnam, 1996.
- Pinker, Steven. *The Language Instinct*. New York: Harper, 1994.
- Proctor, Margaret and Margot Northey. *Writer's Choice*. Toronto: Prentice-Hall, 1998.
- Rice, Ruth. *English Teacher's Book of Instant Word Games*. New York: The Centre for Applied Research in English, 1992.
- Strunk, William and E.B. White. *The Elements of Style*, 4th ed. Boston: Allyn & Bacon, 2000.
- Temple, Michael. *English Homework Exercises*. Oxford: Oxford UP, 1998.

Internet

- <http://www.utoronto.ca/writing/books6.html>
- Jerz's Literacy Web Log – <http://www.uwec.edu/Academic/Curric/jerzdg/writing/index.html>
- Writing Handouts – <http://www.uwec.edu/jerzdg/orr/handouts/index.html>
- Websites for Students of English as a Second Language – <http://www.utoronto.ca/writing/other4.html>
- Online Writing Reference Tools – <http://www.utoronto.ca/writing/other1.html>
- On-line Writing Advice from [Post-secondary] Institutions – <http://www.utoronto.ca/writing/other2.html>
- Other Lists of Online Resources – <http://www.utoronto.ca/writing/other3.html>

E-zines

- <http://www.straightgoods.com/>
- <http://www.salon.com/>
- Handout on Unbiased Language – <http://www.utoronto.ca/writing/unbias.html>

Appendices

- Appendix 1 – Double-entry Journal Response Rubric
- Appendix 2 – Analytic Response Rubric

Appendix 1

Activity 1: Double-entry Journal Response Rubric

Achievement Categories/ Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Thinking/Inquiry - response uses specific and relevant evidence from the poem - response displays an insightful understanding of the issues raised in the poem LS1.02	- response is based on a limited number of details from each poem - response displays a limited understanding of the issues raised in the poem	- response is based on few details from each poem - response displays moderate understanding of the issues raised in the poem	- response is based on a considerable number of details from each poem - response displays a considerable understanding of the issues raised in the poem	- response is based on a high number of details from each poem - response displays a high degree of understanding of the issues raised in the poem
- response analyses the effect of the poet's choices of language, syntax, literary and rhetorical devices - response explains the overall effect of the poem LS3.03	- response is based on limited understanding of literary conventions and devices - response displays a limited level of insight into the overall effect of the poem	- response is based on some understanding of literary conventions and devices - response displays some level of insight into the overall effect of the poem	- response is based on considerable understanding of literary conventions and devices - response displays a considerable level of insight into the overall effect of the poem	- response is based on a high degree of understanding of literary conventions and devices - response displays a high level of insight into the overall effect of the poem
Application - response extends vocabulary by defining the denotative and connotative meanings of unfamiliar words LA1.01	- identifies and explains levels of meaning with limited effectiveness	- identifies and explains levels of meaning with some effectiveness	- identifies and explains levels of meaning with considerable effectiveness	- identifies and explains levels of meaning with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2

Activity 6: Analytic Response Rubric

Achievement Categories/ Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Thinking/Inquiry - insightful analysis of article's discussion about language usage and/or theory MD1.01	- uses critical thinking skills and analysis with limited effectiveness to draw conclusions about the relevance and accuracy of information in the article	- uses critical thinking skills and analysis with moderate effectiveness to draw conclusions about the relevance and accuracy of information in the article	- uses critical thinking skills and analysis with considerable effectiveness to draw conclusions about the relevance and accuracy of information in the article	- uses critical thinking skills and analysis with a high degree of effectiveness to draw conclusions about the relevance and accuracy of information in the article
Application - correct use of grammar, usage, spelling, and punctuation in the analytic response paper WR5.04	- uses the required language conventions with limited accuracy and effectiveness	- uses the required language conventions with some accuracy and effectiveness	- uses the required language conventions with considerable accuracy and effectiveness	- uses the required language conventions accurately and effectively all or almost all of the time

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

